

LESSON PLAN

Unit 14. CORE VALUES

X-XXX-XXX2 Rev B

Topic 14.1 Core Values (Decision Making)

CLASS PERIODS: 1

LAB PERIODS: 0

Enabling Objectives:

- 10.1 **IDENTIFY** the Freedoms and Rights that Core Values offer in accordance with Core Values Academy Instruction Guide
- 10.2 **IDENTIFY** the steps for Decision Making in accordance with Core Values Academy Instruction Guide
- 10.3 **IDENTIFY** Decision Making Skills in accordance with Core Values Academy Instruction Guide

Trainee Preparation Materials:

- A. Trainee Support Materials:
 - 1. None
- B. Reference Publications:
 - 1. None

Instructor Preparation:

- A. Review Assigned Trainee Material
- B. Reference Publications:
 - 1. Core Values Academy Instruction Guide, none
- C. Training Materials Required:
 - 1. Training Materials
 - a. Information Sheet, Scenario I, 14-1-1
 - b. Information Sheet, Scenario II, 14-1-2
 - c. Information Sheet, Scenario III, 14-1-3
 - 2. Transparencies
 - a. Commitment, 14-1-5
 - b. Core Value Expectations, 14-1-7
 - c. Core Value Freedom and Rights, 14-1-6
 - d. Core Values (Decision Making), 14-1-1
 - e. Courage, 14-1-4
 - f. Decision Consequences, 14-1-9
 - g. Decision Making Steps, 14-1-8
 - h. Honor, 14-1-3
 - i. Life Applications, 14-1-10
 - j. Navy Core Values, 14-1-2
 - k. Scenario I, 14-1-11
 - l. Scenario II, 14-1-12

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- m. Scenario III, 14-1-13
- n. Summary, 14-1-14

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DISCUSSION POINT

1. Introduction

RELATED INSTRUCTOR ACTIVITY

1. Establish Contact.

Write name on VAP board.

Introduce Yourself.

It is not only important for a Sailor to understand Navy Core Values, but also to demonstrate these values through personal actions.

In this lesson topic, we will discuss Core Values and Decision Making Skills that will help guide you through your Naval service.

State Lesson Objectives.

Reference Core Values Academy Instruction Guide, none.

2. Core Values (Decision Making)

2. Show Transparency 14-1-1, Core Values (Decision Making).

a. Core Values Freedoms and Rights

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DISCUSSION POINT

(1) Core Values:

(a) Honor

- 1) I am accountable for my professional and personal behavior
- 2) I will be mindful of the privilege I have to serve my fellow Americans
- 3) One example of honor was Vice Admiral Stockdale's conduct as a senior officer while imprisoned for seven years as a prisoner of war in Viet Nam

(b) Courage

RELATED INSTRUCTOR ACTIVITY

(1) Show Transparency 14-1-2, Navy Core Values.

(a) Show Transparency 14-1-3, Honor.

(b) Show Transparency 14-1-4, Courage.

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- 1) The value that gives me the moral and mental strength to do what is right with confidence and resolution, even in the face of temptation or adversity

- 2) An example is John Paul Jones' actions during the battle between the Bon Homme Richard and the Serapis during the Revolutionary War

(c) Commitment

- 1) The day-to-day task of every man and woman in the Department of the Navy is to join together as a team to improve the quality of our work, our people, and ourselves

- 2) An example is how Admiral William S. Sims set high standards for conduct of personnel and battle readiness preceding World War I

- 2) He said, "I have not yet begun to fight".

(c) Show Transparency 14-1-5, Commitment.

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

(2) Freedoms and Rights that Core Values offer you:

(2) Show Transparency 14-1-6, Core Value Freedom and Rights.

(a) Make honest recommendations to your seniors and peers and seek honest recommendations from junior personnel

(b) Encourage new ideas and deliver bad news without fear of punishment

(c) Make decisions and act in the best interest of the Department of the Navy and the nation

(3) Expectations that the Core Values demand of you:

(3) Show Transparency 14-1-7, Core Value Expectations.

(a) Abide by an uncompromising code of integrity, taking full responsibility for your actions and keeping your word

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (b) Conduct yourself in the highest ethical manner in relationships with seniors, peers, and subordinates
- (c) Be honest and truthful in our dealings within and outside the Department of the Navy
- (d) Fulfill legal and ethical responsibilities in your military and personal life
- (e) Have the courage to meet the demands of the military profession and the mission entrusted to you
- (f) Overcome all challenges while adhering to the highest standards of personal conduct and decency

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (g) Be loyal to the nation by ensuring the resources entrusted to you are used in an honest, careful, and efficient way
- (h) Foster respect up and down the chain of command
- (i) Care for the professional, personal, and spiritual well-being of subordinates
- (j) Show respect toward all people without regard to race, religion, or gender
- (k) Always strive for positive change and personal improvement
- (l) Exhibit the highest degree of moral character, professional excellence, quality, and competence in all that you do

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

3. Steps for Decision Making

a. Decision Making Steps

a. Show Transparency 14-1-8, Decision Making Steps.

(1) Identify the Problem:

(a) Ask the following questions to yourself:

- 1) Is there an ethical issue I am not clear about?
- 2) Do two or more values appear to be in conflict?
- 3) Is there something going on to which you have moral objections?

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- 4) Will this effect just myself or are there others to consider?

- (b) What is your relationship to the decision?
 - 1) Are you responsible for it?

 - 2) Has it been delegated to you?

 - 3) How much time do you have to consider the problem?

- (2) Gather Relevant Data:
 - (a) Describe the situation that gives rise to the problem
 - 1) What is the history?

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- 2) What facts are important to consider?

- (b) Who are the main people involved and what are their views and interest? Are there any legal, administrative and staff considerations?

- (3) Identify the Options:
 - (a) What courses of action are open to you?
What is the probable impact of each possible course of action of those involved?

 - (b) What future decisions are likely to come up given a course of action?

- (4) Think the Problem Through:

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (a) Consider basic principles of professional ethics and see whether they address the issues and resolve the problem
 - (b) Do broad considerations of rights and values appear to be of overriding importance in this case?
- (5) Make a Decision:
- (a) Choose a course of action that best reflects your judgement informed by the considered judgements of others
 - (b) Where appeals to ethics still leave the decision open, it is beliefs of one's professional aspirations
- (6) Act and Assess:

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (a) Compare the actual outcome with what you considered and hoped for in advance
 - (b) Is it possible to improve the decision process the next time?
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- b. Realize Consequences of Decisions
 - (1) We have an inherent view that all of our decisions will be the right one
 - (a) Poor decisions are often made because of outside forces or a complete disregard for ourselves or others
 - (b) Core Values teach us to take responsibility for them, correct them, and learn from our mistakes; then move on
 - b. Show Transparency 14-1-9, Decision Consequences.

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DISCUSSION POINT

- (2) The results can range from having to redo a small task to causing harm to another

RELATED INSTRUCTOR ACTIVITY

4. Decision Making Skills

a. Applications of Life

- (1) Everyday you are faced with decisions
- (2) Occasionally you will find yourself faced with a large decision that can have several different outcomes

b. Here are some examples of those dilemma's:

a. Show Transparency 14-1-10, Life Applications.

b. Distribute Information Sheet, Scenario I, 14-1-1.

Distribute Information Sheet, Scenario II, 14-1-2.

Distribute Information Sheet, Scenario III, 14-1-3.

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DISCUSSION POINT

(1) Scenario I

(2) Scenario II

(3) Scenario III

5. Summary

a. Core Value Freedoms and Rights

b. Decision Making Steps

c. Decision Making Skills

6. Assignment

RELATED INSTRUCTOR ACTIVITY

(1) Show Transparency 14-1-11, Scenario I, and discuss Scenario I.

(2) Show Transparency 14-1-12, Scenario II, and discuss Scenario II.

(3) Show Transparency 14-1-13, Scenario III, and discuss Scenario III.

5. Show Transparency 14-1-14, Summary.

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

a. None

7. Evaluation

a. None